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ABSTRACT

This report examines both the divergent and common features of university language centers in Europe, focusing primarily on their aims, structures, and methods of operation. Major sections examine the development and types of university language centers. The types include (1) comprehensive centers, (2) centers mainly devoted to the teaching of non-linguists, (3) multi-purpose centers, (4) centers oriented toward research and the teaching of applied linguistics, and (5) centers oriented toward the training of teachers. Appendixes examine the status of language centers and include an address and manning list of existing language centers. (RL)

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THE ROLE AND STRUCTURE OF UNIVERSITY LANGUAGE CENTRES IN EUROPE

BY

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FOREWORD

The terms of reference set by the Council of Europe state that this study on "The role and structure of university Language Centres in Europe" should :

(a) take into account the conclusions of the 1970 BAAL seminar on 'The function of university Language Centres';

(b) examine the divergent and common features of university Language Centres in Europe, their aims, structures and methods."

The selection of units to be included in this study was not easy. The term 'Language Centre' is well-known in the United Kingdom and in Germany, but in other European countries a similar unit would be called a Department (or Institute or Centre) of Applied Linguistics. To add to the confusion the name 'Language Centre' is sometimes used both by some language laboratories and by some departments or schools of modern languages.

The following criteria were observed to determine whether a unit fell within the scope of this study:

(a) a Centre must be part of a university. This has meant the exclusion both of national bodies like CREDIF and of institutions recognised by a university but not forming part of it, like the Centre Audio-Visuel de Langues Modernes (CAVILAM) at Vichy;

(b) a Centre must have its own academic staff and function. This has meant the exclusion of language laboratories whose staff exercise merely a supervisory role;

(c) a Centre must have an interdepartmental or inter-faculty function, though it may be attached administratively to one faculty.

In the general discussion the term 'Language Centre' will be used, for the description of an individual unit its own name will be employed.

A Survey of Language Centres undertaken by Dr. R.R.K. Hartmann in connection with the BAAL seminar provided the factual data for Language Centres in the United Kingdom; information about other countries was obtained by questionnaires, supplemented by a brief visit to selected Centres in the Netherlands, the Federal Republic of Germany, France and Belgium (7th - 15th June 1971).

I acknowledge with thanks the assistance of the many colleagues who filled in the questionnaire, often adding supplementary information, and wish to express my special thanks to the following for their helpfulness or hospitality: Dr. K.R. Bausch (Saarbrücken), Prof. Y. Châlon (Nancy), Mr. J.M. Christophe (Ouches), Dr. F. Denninghaus (Bochum), Dr. J.A. van Ek (Utrecht), Dr. T.J.M. van Els (Nijmegen), Prof. L.K. Engels (Louvain), Dr. M. Gill (Besançon), Mlle B. Grandcolas (Vincennes), Mr. A. Llasera (Paris), Prof. B. Pottier (Paris), Prof. M. Wajskop (Brussels).

In a survey conducted mainly by questionnaires some units that should have been included may not have been reached and some information may have been wrongly interpreted. If any such errors have been committed, an apology is hereby made. It is hoped that they have not affected the general lines of the study.

I. THE DEVELOPMENT OF UNIVERSITY LANGUAGE CENTRES

Movements for the reform of university language studies

University Language Centres are one product of the new attitude to language teaching that developed in the U.S.A. and in most countries of Europe in the sixties. That period is sufficiently near to the present to make a lengthy exposition unnecessary; its chief characteristics may be summarised as follows :

1. The importance of modern languages was reaffirmed. This renewed interest was expressed in the resolutions by the European Ministers of Education in 1961 and 1962 advocating the expansion and improvement of modern language teaching, in the founding of journals and associations to promote the study of language and language teaching (CAL 1959, IRAL 1963, CRIML 1964, AILA 1964, followed by a number of national associations of Applied Linguistics),[1] and the rapid growth in the number of people learning languages.
2. Knowledge of modern languages was now required by students of many disciplines: science, economics, history, engineering. It was clear that as the international contacts multiplied and the exchange of information spread this need would grow.
3. University departments of modern languages were criticised on several counts :[2]
   (a) where the foreign language was considered an object of study the emphasis was still on its historical development rather than on its contemporary structure;
   (b) practical language teaching, though occupying a substantial amount of time in the students' curriculum was considered of

secondary importance to the study of literature or philology. In places, e.g. in Germany, language teaching was left to non-permanent staff;

(c) The traditional and still widely maintained combination of language study with literary study ignored the wide range of subjects with which language study may be associated, e.g. area studies, politics, economics, science. In this limited combination the full variety of language use remained unexplored;

(d) few departments seemed willing and able to meet the special needs of those students who wanted to learn a foreign language to help them in their studies rather than for its own sake.

A two-fold reform of modern language studies at universities was therefore advocated :(3)

(a) the general study of language as a distinctive and important human activity and the analytical study of separate languages in their contemporary forms should be included in the curriculum of the language specialist;

(b) the teaching of languages should be regarded as an academic activity in its own right. Greater efficiency should be sought by better descriptions of the language to be taught, by a re-thinking of objectives, content and methods, by research and experiment. This scientific attitude, applying the findings of linguistics, should not only inform language

teaching at university but also be imparted to those who would themselves become teachers of modern languages.

5. As a powerful aid to better language teaching the language laboratory offered itself. Introduced into Europe at the beginning of the sixties, it promised to be even more suitable for university work than the newly developed audio-visual courses.

The emergence of Language Centres

The reactions of university language departments to the criticisms and proposals have varied widely: the majority have continued to follow long-established practice; if modern equipment was bought it constituted an addition that rarely produced any deep reorganisation of course organisation. Some departments have reformed their courses by allowing more options, introducing linguistics or regional studies into the syllabus, and integrating the language laboratory with departmental language teaching.(4) Other universities however have sought to effect reform in a more radical way, by setting up a unit or centre committed to the study and practice of better language teaching methods, performing functions that language departments had been unable or unwilling to carry out, operating across departmental boundaries and well-equipped with technical facilities. Not all countries have experimented with this institution. None have been set up in Austria, Spain and Turkey; their number in Italy, Switzerland and the Scandinavian countries is small. However several have been established in France and Belgium, about a quarter of the British universities and all the six Dutch universities possess a Language Centre. Interest in Germany is growing rapidly. In 1971 over 30 Centres were active in Western Europe. A list of them is given below: (5)

Belgium	Denmark	France	German Fed. Rep.*
Brussels (Free University)	Aarhus	Besançon	Bochum
Leuven (Dutch speaking)		Nancy	Erlangen
Louvain (French speaking)		Strasbourg	Konstanz
Liège		Vincennes (Paris)	
Mons			

Holland	Italy	Switzerland	United Kingdom
Amsterdam (State University)	Rome	Neuchâtel	Birbeck College (London University)
Amsterdam (Free University)	Bologna		East Anglia
Groningen	Norway		Essex
Nijmegen	Oslo		Kent
Utrecht			Newcastle
			Nottingham
			Sheffield
			Southampton
			Ulster
			York

* The following centres in Germany are planned:

Bielefeld
Bonn
Göttingen
Marburg
Regensburg
Stuttgart
Trier
Tübingen

The pattern of development

If one makes a brief chronological survey of the development of Language Centres (cf. Table I p.8) it will be noticed that the earliest foundations date back to 1959. They were in France, at Besançon and Nancy, and in Belgium at Liège. Their main concern was with non-specialist language students and with the training of teachers in the use of audio-visual courses and the language laboratory.

1959-1963

Between 1959 and 1963 a number of language laboratory units, and the Institut de Phonétique, incorporating a Centre Audio-Visuel, at the Free University of Brussels, were founded.

1964/1965

The two years 1964 and 1965 represent the most important period in the development of the Centres. Ten were established in six countries. Two features are noteworthy about them:

(a) three Centres were at new universities, where new ideas could more easily be put into practice. The earliest, the most radical and the first to be called 'Language Centre' was at the University of Essex, in the United Kingdom (1964). The year before, when the planning stage of the new university was complete, its Vice-Chancellor had thus described the function of the new unit in a radio broadcast: "We should like to encourage students from every part of the university to learn a language. And we should like to provide the facilities for really practical instruction, to allow a student to understand a language and speak it fluently. We propose, therefore, a new venture in language teaching, a languages centre, which will be

* Indicates that this Language Centre was originally a Language Laboratory.

TABLE 1

YEAR OF FOUNDATION OF LANGUAGE CENTRES

Year of Foundation	1959	1960	1961	1962	1963	1964	1965
Foundation as Language Laboratory		Neuchâtel			Amsterdam (Free Un.) Nottingham Strasbourg	Amsterdam (State Un.) East Anglia Nijmegen Southampton	Groningen (?) Newcastle Sheffield
Foundation as or change to Language Centre	Besançon Nancy Liège			Brussels		Essex Leuven	Kent Louvain Mons Oslo Utrecht York Neuchâtel Nottingham *

Year of Foundation	1966	1967	1968	1969	1970	1971	Planned 1972 - 1973
Foundation as Language Laboratory	Bochum						
Foundation as or Change to Language Centre	Amsterdam * (State Un.) Strasbourg *	Aarhus East Anglia* Southampton*	Birbeck (London) Ulster Newcastle * Sheffield *	Erlangen Konstanz Vincennes (Paris) Groningen*	Amsterdam * (Free Un.)	Bochum * Nijmegen *	Trier Regensburg Marburg Bielefeld Tübingen Stuttgart Göttingen Bonn

Note: The foundation dates of the Institute of Foreign Languages at the Faculty of Economics and Commerce in Rome University and of the Inter-faculty Centre of Theoretical and Applied Linguistics at the University of Bologna are not known.

independent of any department . . . By concentrating our language teaching in one centre we intend not only to provide the best possible facilities but also to promote the study of applied linguistics, especially new methods of teaching languages." (6) Though the pattern of Essex was not adopted in other new British universities, the novelty of the approach and the many-sided activity in which the new unit engaged made the concept of a Language Centre widely known;

(b) two of the Centres had originally been language laboratory units. The experience gained through a development of educational technology had stimulated new thinking about principles and methods of teaching languages and had led to the establishment of new academic units to pursue those studies in applied linguistics mentioned by the Vice-Chancellor of Essex. This process becomes particularly noticeable in the succeeding years.

1965-1969

The period between 1965 and 1969 sees few new foundations and an increase in the number of language laboratory units which obtain the status of Language Centres. By then references to the activities and potentialities of Language Centres begin to appear, mainly in the United Kingdom, although critical discussion of the concept of Language Centres is rare.(7)

1969-1971

The main development since 1969 is the sudden growth of interest in Language Centres in Germany. Up to 1967 only very few universities were equipped with a language laboratory, and no university possessed a department of applied linguistics.(8) From 1969 onward criticism of the organisation of language

teaching at the universities grows and the proposal to entrust all the language teaching in a university to one Language Centre is widely discussed and gains much support. Three Centres have been established since 1969 and a further eight are planned to start functioning between 1971 and 1975. Five of the Centres are in new universities, six in older ones.

The functions of Language Centres

Language Centres vary in size, status, scope, in the reasons for their foundation and the mode of their development. Some, as we have seen, were conceived and set up as integral parts of new universities, others have had to find their role in an established framework; some are attached administratively to a faculty, others operate under a central university body. Staff numbers range from 1 to 20, the scope of their work is influenced by the national system of education, local provisions and particular needs. However, just as the common features of the European tradition in university language teaching outweigh national variation, so Language Centres, arising out of a reaction against that tradition, display more similarities than differences. It is therefore more useful to compare them in relation to their function than to consider the Centres in each country in turn.

The functions of European Language Centres can be divided into three main categories:

A. Language Teaching

1. Teaching of foreign languages

a) to specialist language students

i) with full responsibility

ii) with shared responsibility

b) to non-linguists

i) to non-specialist language students, within their degree structure or in voluntary courses.

ii) to staff in voluntary courses.

2. Teaching of mother tongue to foreign students and staff.

B. Teaching of applied linguistics and/or the methodology of foreign language teaching.

This teaching is given to students, to staff through formal or informal seminars, to prospective and serving teachers.

C. Research and development

1. Research in general and applied linguistics.

2. Development of teaching and testing material:

a) for own courses

b) for other bodies

Most Language Centres perform some functions from each of the three categories. By taking into account the main emphasis of their activity, it is possible to divide the 32 Centres into the following five groups.

(1) Comprehensive Centres, i.e. Centres which are responsible for all the language teaching in their university. The teaching of linguistics and/or the methodology of language teaching may also be part of their function, but they do not teach the non-language components of their

students' degree course. (4 Centres)

(2) Centres mainly devoted to the teaching of non-linguists. (8 Centres)

(3) Multi-purpose Centres, i.e. Centres which may teach specialist language students in collaboration with the modern language departments, and also teach non-linguists. (13 Centres)

(4) Centres oriented towards research and the teaching of applied linguistics, i.e. Centres whose language teaching serves mainly as a field for observation and experiment. (5 Centres)

(5) Centres oriented towards the training of teachers, i.e. Centres which are primarily concerned with the initial or in-service training of teachers but also teach language courses to interested students and staff in the university. (2 Centres)

By considering each group separately but relating it also to the others we should be able to detect more clearly the common and divergent features of the Centres.

II. TYPES OF LANGUAGE CENTRES

1. Comprehensive Centres

At present only the Language Centre at Essex and those in Germany are 'comprehensive'. Since they developed in very different manner it is proposed to discuss them separately first.

a) The Language Centre at Essex

The Language Centre at Essex was, as we have seen, the first to be established in the United Kingdom and is still the largest (19 members of staff including 2 professors). It provides all the university's teaching and research facilities in languages and linguistics. The appointment in 1964 of Professor P. Strevens, a well-known exponent of the linguistic sciences, as its first Director and as Professor of Applied Linguistics ensured that the practical teaching of languages and the teaching of linguistics would be balanced.

Administratively the Language Centre is an independent department, belonging to the School of Comparative Studies (which corresponds roughly to the Arts Faculty in other universities) and to the School of Social Studies. Up till 1971 the Centre itself has not offered a full degree course; its role has been to provide language teaching to students in other departments. For instance all students in the School of Comparative Studies must study a foreign language in their common first year.

From October 1971 however an interesting development in the Centre's role will occur. It will offer its own degree course in Language, comprising the advanced study of a foreign language (Russian or French), advanced study of contemporary English, language in society and a

special subject. The facilities for language study will still be available to interested sections of the university, but the Centre seems to be changing its role at undergraduate level from that of a service centre to that of a full department.

At post-graduate level the Centre has been very active from the start. Within a few years from its foundation it was offering an M.A. course in Applied Linguistics and one in Linguistics, and from 1971 it will also offer ten-week courses for foreign teachers leading to a Certificate in Applied Linguistics and the Teaching of English. Among its research activities are an analysis of the contemporary Russian language, a speech research project and participation in two inter-university projects, a sociolinguistic portrait of a French town and the preparation of an advanced Spanish course. Two radio courses in Russian and French have been devised by members of the Essex staff.

b) Comprehensive Language Centres in the Federal Republic of Germany: plans and early realisations

i) The General Situation

In Germany interest in Language Centres has arisen, as elsewhere, from discontent with the scope and standard of language teaching at university. Certain features of the German system further aggravate the situation. Over 90% of those studying modern languages at university intend to become secondary school teachers. Failure to acquire high proficiency in the language and a thorough knowledge of its structure is particularly serious for them. The fact that senior members of staff rarely occupy themselves with language teaching and

that this is left mainly to young foreign 'Lektoren' and to secondary school teachers on a part-time basis is particularly criticised. The brief introduction to the principles of education during the university course and the guidance provided during the school-based probationary period are also held to be inadequate preparation for language teaching.

To carry out the necessary reforms an inter-faculty Language Centre, responsible for all the language teaching in a university and for the methodological training of future teachers was therefore advocated by Dr. F. Denninghaus and Dr. M. Bonnekamp of the University of Bochum in a paper: "Zur Notwendigkeit der Gründung von Fremdsprachenininstituten" (On the need for the establishment of Foreign Language Institutes).(9) For somewhat different reasons the setting-up of a Language Centre has also been suggested by a number of theoretical linguists (e.g. H. Weinrich from Bielefeld)(10) who would like to replace the present departments linked to separate languages by two departments of linguistics and literature, each dealing with the general problems of their discipline. The Language Centre's role would be to provide the practical knowledge of languages, indispensable as a field for observation and as a basis for theory.

Finally, the Language Centre seems to fit well into the current concept of 'Gesamthochschule' (Comprehensive University) in which different institutions of Higher Education in a locality would be drawn together for certain purposes.

There has been remarkable support for the proposal to concentrate all the university's language teaching into a Language Centre. It

was received favourably at two conferences on English and Romance Studies,[11] and the Federal Scientific Council, the Wissenschaftsrat,[12] adopted it as one of its recommendations for the future development of German higher education. As a result, three Centres have begun to function in a limited way at Erlangen, Konstanz and Bochum, and four more are at an advanced stage of planning at Trier, Marburg, Regensburg and Bielefeld. Four others will probably be set up by the mid-seventies at Tübingen, Stuttgart, Göttingen and Bonn.[13]

The crucial issue about the Centres which may teach up to 4000 students is whether they will simply be service centres, rationalising and improving the language teaching process or whether they will be full departments, with wide research functions and their own professorships. A related issue is the degree of autonomy which the Centres will have in relation to the modern language departments or the departments of linguistics which will be responsible for other parts of the students' course.

While these problems are keenly debated,[14] there has been little public discussion about the aims and content of language teaching at university, yet such discussions would seem valuable once the traditional link with literature and philology has been loosened. It seems taken for granted that language laboratories will play a large role.

These are important problems which will be solved differently in the different universities. Once they are solved, the German Centres should reap the benefits that size brings with it: greater resources,

specialist knowledge available readily, easy exchanges of views.

ii) Individual Language Centres already established

At Erlangen the establishment of a Language Centre in 1969 has meant primarily that the Centre has taken over language teaching for about 1500 students, previously taught by modern language departments and by the section of German for Foreigners. Some of the modern languages department staff also transferred to the Centre, five new posts of section leaders have been created. An increased grant has made possible the start of special courses for non-language students. So far the heavy teaching load has delayed research, but work is proceeding on an entrance test in English. Until a Director is appointed (the main difficulty, so far) the responsibility for the Centre is held by a Board in which the modern language departments are strongly represented.

Konstanz is a new university whose student numbers are expected to rise from 900 in 1970/71 to 3000 in 1976. A Language Teaching Centre was envisaged from the start and set up in 1969 with the task of teaching 'practical competence in foreign languages.' The present staff would like to enlarge this function to that of providing methodological training to future teachers; they urge the need for research and for the appointment of well qualified permanent staff. The Centre is at present directed by a Committee.

At Bochum a Foreign Language Institute, which developed out of a language laboratory unit (1966) expects to have its statutes ratified by the end of 1971. By 1975 the student population of the university, now 10,000, will rise to 16,000, of whom 4000 may need language teaching

(2000 specialists and 2000 from other disciplines). Dr. Denninghaus and Dr. Bonnekamp are insistent that the Institute shall not only teach but also engage in the research necessary for the preparation of its teaching material (e.g. language analysis, contrastive studies, psychology of foreign language learning, application of different media, testing procedures). Among the large staff anticipated (over 100) there should therefore be senior staff in applied and mathematical linguistics, methodology and educational psychology as well as specialists in the various languages. Extensive technical installations are planned in support, including over 400 language laboratory positions of different types.

The central function of the staff will be the production of teaching material for the Institute (and perhaps later for other educational bodies). Team projects will bring specialists together for preparatory research, teaching and testing. Students in later stages of their course will also join these teams to gain practice in language research, in the construction of teaching material and in actual teaching. Dr. Denninghaus and Dr. Bonnekamp believe that it will be possible to use the principles of programming and the products of educational technology to create teaching material that a student can use independently of a teacher or a laboratory provided he has audio or video equipment at his disposal.

An impressive start has already been made. For 1971/72 financial support has been received for 26 new appointments, mainly to staff eight three-man teams to prepare eight new courses in the main

languages, four intended for class teaching and four for self-instruction.

iii) Centres planned for 1972-1973

At the new University of Trier a Language Centre will open in 1971/72. It will be attached to the modern language departments at first, but perhaps become independent later. The appointment of two Professors of Applied Linguistics has been agreed. At Marburg and Regensburg the plans have not yet been fully approved. At Marburg an extensive programme of teaching and research has been proposed in six fields, including communication theory, contrastive linguistics etc. Although Bielefeld will not receive its first students until 1972/73 draft plans for the Language Teaching Centre have already been formulated by Professor Weinrich. In addition to the major European languages in their modern and older form, Latin and Greek, and some non-Indo-European languages will be taught. The courses will also be open to students from two nearby colleges. The large university department of linguistics will be responsible for fundamental research; the Centre's research would concentrate on the evaluation of its own courses and material. A staff of 50 including several Associate Professors ('Studienprofessor') is envisaged.

iv) Centres planned for 1974-1975

Plans for a large Centre at Stuttgart for over 4000 students include a full research programme and 3 chairs. At Tübingen the language laboratory now housed in the 'Centre for new learning media' of the Education Faculty will develop into a Centre, and at Bonn one section

of the Institute for Communication Research and Phonetics, at present concerned solely with research into language teaching, is expected to start teaching once a laboratory is received in 1972. At Göttingen no decision has yet been reached on whether to set up a service centre for the modern language departments or an autonomous Language Centre.

2. Centres mainly devoted to the teaching of non-linguists

The increased need for a knowledge of foreign languages by non-language students and staff for their specialist disciplines has been one of the main features in the interdependent technological countries of Western Europe. Often language departments have organised courses to meet this need, several English universities now offer combined courses in a foreign language and a technical or scientific subject, and recent changes in the French and Italian regulations have allowed a more flexible choice of subjects. However there are still a number of universities where modern language departments have been unable or unwilling to accept this new commitment, or where it has been thought preferable to entrust the new and difficult task of preparing specialist course to a separate unit. The teaching of non-linguists has indeed become one of the main tasks of Language Centres almost everywhere. Many have also made it their concern to offer language instruction to the growing number of students and staff who go to study abroad and meet serious language problems on arrival.

The experience of five Centres that were created with the express purpose of providing for non-linguists illustrates the contribution that Language Centres are making in this field, and some of the problems that they are meeting. Four of the Centres are at old Belgian universities, one is part of a new English foundation. The Modern Language Service at Liège,

one of the earliest Centres in Europe was established in 1959 to facilitate the reading of specialised texts in foreign languages. The Institute of Phonetics at the Free University of Brussels (1962) is composed of a Research Laboratory for Experimental Phonetics and of a Service of Applied Linguistics, which at first, under the name of Audio-Visual Centre, concentrated on short intensive courses and has now developed a sustained programme of teaching and research. The two Institutes of Modern Languages at the Catholic University of Louvain, the former in the Dutch section (and therefore called Leuven in this study), the latter in the French section, were set up in 1964 and 1965 respectively to provide practical language competence. The Language Centre at the University of Kent at Canterbury was planned from the foundation of the new university in 1965 to provide service courses for the Faculties. Because of its more narrowly defined original role it will be considered separately.

Finally two Centres will be described, each of which again falls into a slightly different category, the Department of Linguistics at Mons and the Institute of Foreign Languages in Rome.

a) <u>The Belgian Centres at Liège, Brussels, Leuven and Louvain</u>

The extent to which these Centres have met a real need is shown by their size and scope. They have a staff of between 20 and 30, the number of students at Brussels has risen from 42 in 1962/1963 to 960 in 1970/1971, and at Liège has reached 2000, in each of the two Centres at Louvain over a dozen languages are taught including Arabic, Chinese and Swahili (although Liège and Brussels concentrate on the major European languages); four language laboratories with almost 90 positions are available at Brussels, Leuven and Louvain.

Courses are given at various levels and with different objectives. Leuven provides English courses for doctors and agricultural scientists, Liège produced an intensive Spanish course for staff and students on a technical aid project in Latin America, all four Centres cater for the needs of social scientists and economists and provide courses in French and Dutch both as foreign and second language. Though some of the courses are offered by the Centres on their own initiative in response to an observed need the existence of a Centre has encouraged departments to introduce or extend a language component in their degree course. Liège started with evening courses, which still continue, but soon the Departments of Civil Engineering, Law and Business Administration asked to have regular courses provided during the day. The experience of the Institute of Phonetics in Brussels shows how specialist knowledge can enhance the effectiveness of language teaching. In 1966 the Commerce Department, which had grown increasingly dissatisfied with its arrangements for the teaching of English and Dutch to its students, asked the Institute to take over the teaching. The new course, which starts with an intensive first year of 180 hours and requires 60 hours in the second and third year, enables students to follow lectures given in the foreign language in the fourth year. The language course now counts towards the degree, and other departments have since arranged courses for their students.

The heavy load of teaching and preparation of the specialised course materials makes research difficult. However, at Brussels work on the evaluation of teaching materials and the construction of tests is proceeding with the aid of the two psychologists on the staff. A

semi-programmed oral grammar of French, completed after seven years of research is now being adapted for use in secondary schools at the request of the Belgian Ministry of Education. At Louvain the Institute includes a research unit concerned with language learning methods and publishes a series of 'cahiers' on language and civilisation.

However all the four Centres suffer under the handicap that they are academic services, not full departments inside the university structure. No allowance for research is made where lecturers are not considered members of the permanent academic staff. At Leuven the Institute is called 'para-universitair' and the staff are classed as 'lesgivers' (instructors). Research therefore is carried on in the adjoining Department of Applied Linguistics under Professor L.K. Engels on whose insistence the Institute had been established.

None of the four Belgian centres is concerned with the teaching of language specialists although the modern language staff at Leuven use the Institute's language laboratory.

b) <u>The Language Centre at Kent</u>

Whereas in the Belgian Centres courses arranged for specific departments have developed gradually within the general provision of language teaching for non-linguists, the Language Centre at the new University of Kent was given from the start in 1965 a clear and substantial mandate to develop the reading fluency of all the first year students in the Faculty of Humanities (except students of classics and modern languages) and in the Faculty of Social Sciences in one

foreign language.

In order to achieve satisfactory results five hours per week were stipulated. Optional courses for scientists were also offered. In the execution of this mandate the language laboratory is used towards developing reading proficiency, and the staff of 13 have prepared about 2000 recordings.

From 1971 the compulsory courses with reading as their main objective will be replaced by optional courses with wider aims. The change, which is welcomed by the Language Centre as ensuring better motivation, illustrates the need for flexibility in Centres that are tied so closely to the requirements of other departments.

Co-operation with the modern language departments is developing and the Language Centre hopes that in due time it will be enabled to make its knowledge of language and language learning more widely available in the university.

) Another Centre which has for one of its two main aims the provision of extra-curricular language courses is the Centro Interfacolta di Linguistica Teorica ed Applicata at the University of Bologna. In pursuance of its other aim, research, it is at present elaborating an audio-visual course in Italian for foreigners.

) Two Centres, which by status might have been classed as comprehensive but whose students are primarily non-linguists, are the Department of Linguistics at the University of Mons and the Foreign Languages Institute at the Faculty of Commerce and Economics of Rome University. The former benefits by its close links with the School of Interpreters which provides some of the staff. It offers language courses at two levels to any interested students in the university as

well as specialised courses to train teachers in the use of the Zagreb-St.Cloud methods and in different aspects of linguistics. The staff's research is extensive, the main stress being on phonetics, computational linguistics, the languages of specialisation and the rehabilitation of the deaf.

The Institute of Foreign Languages runs language courses principally for its own students but owing to recent reforms these are open to students from other faculties, particularly those who need to have an oral and practical knowledge of foreign languages rather than a traditional literary course. After a broadly-based first year the second year links language with institutions, and the third year, now being developed, consists of various specialisations designed to meet the needs of students of economics, engineering, science, sociology etc.

3. Multi-purpose Centres

The largest group of Centres in this study is constituted by Centres with multiple purposes. Like the Centres described in the previous section they all provide courses and facilities for non-linguists, but they have closer links with the language departments and they often contribute to the teaching of linguistics in the university. With the striking exception of the Institute of Applied Linguistics at Strasbourg they are small, with a staff of between 2 and 4.

Four of the five Dutch Centres, more than half of those in the United Kingdom and two Scandinavian Centres in addition to Strasbourg fall in this category. They include in the Netherlands the Institutes of Applied Linguistics at the Universities of Groningen, Nijmegen, the State University of Amsterdam and the Free University of Amsterdam; in the

United Kingdom the Language Centres at the Universities of East Anglia, Nottingham, Sheffield, Southampton and Ulster and the Language Laboratory at Newcastle; in Denmark the Language Laboratory at the University of Aarhus and in Norway the Centre for Applied Linguistics at the University of Oslo.

The most important feature of these Centres is that, with the exception of Ulster, Aarhus and Oslo, they were originally founded as language laboratories, and gradually developed a teaching and research function of their own over three or four years. This was then recognised by a change of name to Institute of Applied Linguistics or Language Centre. As was noted earlier, the first stage of the process took place mainly between 1963 and 1965 and the second between 1965 and 1969.

The development from language laboratory to Language Centre deserves closer analysis. The language laboratory represented for Arts departments the first large technical installation to be shared and run efficiently. Some were content to entrust the administration to a colleague on a part-time basis, others preferred to appoint a new member of staff who would not only occupy himself with routine administration but assist the lecturers from the language departments to plan and prepare their courses in the laboratory. At the same time it was hoped that he and his colleagues would undertake research into problems of language learning and teaching. The origin of the Language Centre was different at Free Amsterdam. There two lecturers from the Departments of French and English, charged to organise the teaching in the language laboratory

for the students in their department, found that the laboratory brought to light important problems common to all languages and they recommended that a sub-department of Applied Linguistics be set up, incorporating the language laboratory, to meet them.

Soon it became clear that teaching in the language laboratory could not be isolated from the rest of departmental teaching and that its effectiveness depended on preparation and follow-up in the classroom and on the attitude of the department to the improvement of oral skills. If these were considered important the Language Centre might be invited either to share in the teaching of the spoken language or to train departmental lecturers. The first has taken place at Nijmegen and at the Free University of Amsterdam, the second at Utrecht.

At Nijmegen and at Free Amsterdam the Centre is responsible for the whole spoken programme of the language students, but the planning and organisation of the course is undertaken in close consultation with the language departments. Since Dutch students receive a better foundation at school in the written than in the spoken language the universities place great stress on the improvement of spoken proficiency in the early stages of the course, which lasts 5-7 years. Practice in the spoken language may amount to 4-6 hours out of the weekly total of 10 hours devoted to language study in the first year, to 2-4 hours in the second and to 1-2 hours in the third year. Language laboratory work represents only part of the programme:

a listening passage may be the basis of group discussion later. English, French, German and Spanish, together with Dutch as a foreign language, are taught. Research projects in the two Centres deal with school children's language learning. Free Amsterdam is preparing a pilot English course for Primary schools and Nijmegen is evaluating a German course in secondary schools. It is also evaluating the success of a T.V. course with adults.

At Utrecht, whose work as a research institute will be described later in greater detail, collaboration between the modern language departments and the Institute of Applied Linguistics was realised through informal discussions, joint working parties and seminars and, occasionally, joint production of teaching materials. However, once the staff of the language departments had been trained in the new approaches, the Institute took up the research role for which it had been founded and limited its services to advisory functions, the supervision of the teaching in the laboratories and collaboration in educational experiments.

The same reduction in practical involvement, though for different reasons, occurred when modern languages departments insisted on their approach or where interest in the language laboratory waned after perhaps exaggerated initial expectations. This has taken place in several British universities where practical language teaching is only accorded 3 - 4 hours per week (less than half the time allowed in most Dutch universities) and where improvement in the spoken language is expected to come above all from the compulsory stay abroad.

In most British and Scandinavian Centres, as also at the State University of Amsterdam and at Groningen, the Language Centre staff does not share

directly in the teaching of modern language students, though they may sometimes help in the writing of the teaching material (Nottingham, Southampton). These Centres have therefore tended to move in two other directions, the teaching of applied linguistics and the provision of courses for non-linguists.

The interest in applied linguistics is often a direct result of the questions so sharply raised by work in the language laboratory about the nature of comprehension, the factors that determine fluency, the respective functions of rules and practice in the learning process, the relation between the spoken and the written form of the language, the measurement of language acquisition etc. These often represent the fields of research of the staff and sometimes the themes of their lectures to students. Here too a difference between the Dutch and the British universities is noticeable: in the United Kingdom where only half the modern language students may become teachers of languages the emphasis is often on contrastive studies and sociolinguistics; in the Netherlands, where the proportion of intending teachers is higher, the courses are more concerned with the principles underlying the teaching of languages.

Courses for non-linguists are offered chiefly by the British Centres of this group; sometimes they were envisaged already when the Centre was founded, sometimes they represent new developments.

The following brief indications single out some major features of each Centre: At Southampton the subsidiary course offered by the French and German Departments has been replaced by a course run by the Language Centre, leading to a Certificate of Proficiency in Language, and available in French, German

and Russian.

At East Anglia the provision of language courses to the departments of History, Chemistry and Fine Art was envisaged from the beginning. The staff contribute substantially to the teaching of linguistics in the university; the Director is Reader in Linguistics and researches in computational linguistics.

At Newcastle many of the 400 foreign students need help with English, and a lecturer has been appointed for this purpose; he has included in his very diverse course recordings of live departmental lectures to train his students to summarise and take notes.

At Nottingham one member of staff shares in the teaching of linguistics; courses are given to historians and scientists, and a joint research project with the Chemistry Department aims at producing a semi-programmed German course for chemists. The Director edits a Materials Bulletin, which gives details of language laboratory teaching tapes available for exchange among universities.

At Sheffield the staff teach linguistics to modern language students and assist with a research project on Japanese. One lecturer collaborates with the Children's Hospital on Speech Therapy.

At Ulster courses are given in linguistics and in several languages.

All British Centres also organise voluntary courses at various levels, sometimes in languages not otherwise taught at the University (Italian at Nottingham and East Anglia, Russian at Southampton and Newcastle).

At Oslo the emphasis is still on methods and materials for the language laboratory but seminars for university teachers are also held.

At Aarhus the staff teach applied linguistics to university teachers and students.

Since Dutch students have learnt French, German and English at school courses for non-linguists are provided only for staff (State Amsterdam). Groningen is offering a course to prospective language teachers designed to give them a foundation in applied linguistics before they start their practical training. The Institute is researching in the language attainment of university entrants and error analysis.

Even this bare list of activities serves to show that these Centres which have grown out of language laboratories, have made valuable contributions to teaching and research. The laboratory remains an important part of their responsibility, and the many uses to which it can be put are still explored. Centres in this group more than in others seem to have developed the possibilities of the tape library. The different collections include literary recordings, talks by visiting lecturers, standardised interviews with speakers of unfamiliar languages or of different dialects, samples of classical or medieval poetry, tapes linked to film strips, recorded talks and discussions as a basis for conversation, complete courses for self instruction, etc.

On reviewing the development of the Centres in this group it may be said that most of them have succeeded in freeing themselves from their original narrow attachment to the language laboratory and have had their desire to achieve wider functions and responsibilities recognised. Yet it must be admitted that some are growing very slowly and thus are limited in their scope, and that most have at times encountered difficulties.

The extent to which they have been successful has depended on a combination of

circumstances: the personality of the director of the Centre, the co-operation of the modern language departments, the sympathy in the university to the development of linguistics and the interest of the non-language departments in the provision of language courses for their students.

A remarkable example of the scale and range that can be achieved by a former language laboratory is represented by the Institut de Linguistique Appliquée at Strasbourg, with its 16 full-time and 35 part-time members of staff. Four lecturers teach applied linguistics in relation to English and German to language students in their third and fourth year. (In this respect the Institute resembles the other French Centres described in the next section.) At the request of other departments the Institute provides a variety of language courses to language specialists, scientists and engineers. Evening classes, intensive summer courses and in-service training for teachers complete the Institute's full teaching programme.

Two teams, of 8 and 5 researchers respectively, are investigating the theoretical and practical problems of oral comprehension and the possibilities of using animated cartoon films for the teaching of languages. The installation includes a tape-library of 2000 tapes and 40 tape-decks open from 8 a.m. to 11 p.m.

4. Centres oriented towards research and the teaching of applied linguistics

The previous sections have already brought out the strength of the Centres' commitment to research and theory as a basis for good teaching. At Essex the M.A. in Applied Linguistics and the new degree course in Language

bear witness to Professor Strevens' long-held interest in linguistics, and at Mons language teaching, initiation into teaching methods and linguistics interact fruitfully. Six of the ten smaller Centres are solely or partly responsible for the teaching of applied linguistics in their university. In some Centres however theory and research receive particular emphasis, with the staff's own language classes often serving as fields for observation and experiment. Three of these Centres are in France, at Besançon, Nancy and at the University of Vincennes in Paris, the others are at Birkbeck College, London, and at Utrecht.

The Centre de Linguistique Appliquée at Besançon, one of the pioneers of the use of audio-visual methods and the use of the language laboratory, is a semi-university institution, which comprises a French and a foreign languages section. Both give intensive courses to a non-university public, in both university lecturers hold the senior positions on a part-time basis, supervising the Centre's own teachers. The University Department of Applied Linguistics uses the Centre for all its teaching, experimentation and research, addressing itself principally to French students about to teach French abroad and to foreign teachers of French. The main research effort has gone into the evaluation and consequent revision of the Centre's methods and several courses have been published. Research is also proceeding on programmed learning and testing.

One of the oldest and most active units in France is the Centre de Recherches et d'Applications Pédagogiques en Langues (CRAPEL) at the University of Nancy II. Its director, Professor Y. Châlon, is Professor of Applied Linguistics at the university and exercises administrative control

over its language laboratories, but the Centre itself has only a few rooms and is only partly attached to the university.

It has three functions :

(a) it teaches applied linguistics to post-graduate students preparing for the Maîtrise de Pédagogie des Langues Vivantes and for the Doctorat de 3e cycle; (15)

(b) it undertakes research with special interest in the adult learner. The first phase of its research resulted in the production of a series of graded oral courses in English, ranging from the teaching of phonetics to self-monitoring tapes on literature. It now supervises 250 mature students who are engaged on an external degree course and are working on a programme of radio broadcasts, tapes and other material supplied by CRAPEL. It is also concerned with a project for teaching immigrants and is keenly interested in the application of radio and television to language teaching,

(c) its staff (11 full-time, 7 part-time) teach in some of the 9 Ecoles Nationales d'Ingénieurs in the region. The system operates through contracts by which CRAPEL provides the lecturers either from its own staff or, by arrangement, from the university language departments, and the Faculties provide all the facilities (language laboratories, projectors and classrooms). Through this contract system CRAPEL enjoys considerable freedom of action.

A much more recent foundation is the Institut de Linguistique Appliquée et de Didactique des Langues at the University of Paris-Vincennes. It

is the outcome of an initiative by a group of lecturers in the modern language departments who considered that the present teaching qualification for secondary school teachers, the CAPES,[16] placed undue stress on language and literature and did not ensure an understanding of the fundamental issues of language teaching. While remaining full-time members of their department they decided to provide an initiation into applied linguistics. Ten courses are offered, dealing with educational psychology, phonology and phonetics, the teaching of grammar and vocabulary, the use of aids, etc. Each course counts as an 'unité de valeur' (similar to the American credit) and can be taken by any student in the university. Courses for serving teache and research seminars are also held, for which the lecturers' own language classes sometimes serve as fields for observation and experiment.

There is some resemblance between the Centre at Vincennes and the Language Research Centre at Birkbeck College, one of the constituent colleges of London University providing a degree course in the evening. This Centre has a staff of four, two full-time experimental psychologists and two lecturers who are also members of the French Department. They have been experimenting since 1966 with alternative approaches to French language learning within a traditional university framework. Their main project involves the development of a course in which students are encouraged, by improvisation and group work, to use language functionally. Research is also proceeding on the programmed learning of French pronunciation.

The Institute of Applied Linguistics at the University of Utrecht is the only Dutch Centre that has not developed out of a language laboratory. On its establishment in 1965 it was given two objectives: to undertake research and development in modern language teaching at all levels, but particularly

in higher education, and, secondly, to promote the introduction of new teaching methods into the university modern language departments. The latter task, carried out with the full co-operation of the departments, as already mentioned in an earlier section of this study, fully occupied the Institute for the first few years. It involved guidance, practical assistance and the gradual initiation of colleagues into modern language teaching methodology.

Now the only direct language teaching for which the Institute is responsible are staff courses in English and French, which serve as valuable testing ground for new methods.

Since 1968 the emphasis has gradually shifted to research in applied linguistics and educational reform, and three of the five members of staff are solely concerned with this task. The Institute is engaged on projects for various educational bodies. One of the most important is research on behalf of the government into listening comprehension and the development of tests in this field for the final examination in secondary schools. In preparation for the introduction of a foreign language into primary schools the Institute is training teachers both in language and methods and is studying problems of language acquisition at primary school level. Regular meetings are held with researchers from the Institute of Applied Linguistics at Leuven, Crapel at Nancy and the Language Centre at Trier.

In 1970 applied linguistics was recognized as a university discipline, and the Institute was asked to teach the subject in a subsidiary course after the 'candidaatsexamen'. (17) Although this task is carried out under the responsibility of the Faculty of Letters, the Institute itself has inter-faculty status.

At the end of this section it may be of interest to consider briefly a theoretical model of a Centre devoted mainly to research and the teaching of applied linguistics. In 1967 Dr. F.G. Healey, a university lecturer and writer on French literature, wrote "Foreign Language Teaching in the Universities", (3,7) in which he advocated the establishment of a Centre. It would include a language laboratory, and part of the duties of the staff would be to study the potentialities of this aid. Research projects to test the efficiency of the modern language teaching methods might be designed by the Centre, although the 'field' conduct would be left to members of the language department. The Centre would be expected to disseminate its findings actively and contribute to any courses run by the university in applied linguistics.

One interesting aspect of Dr. Healey's model is that the nucleus of the staff would be a theoretical linguist, a phonetician, a psychologist and an educationalist knowledgeable about educational research methods.

Note

In several countries, particularly in Scandinavia, keen interest has been shown in problems of language learning by Departments of Linguistics which have sometimes installed language laboratories. Since these departments do not possess inter-faculty or inter-departmental status or function, and since their interests are often primarily in general linguistics, they have not been classed as Language Centres. Interesting information has however been received from some of them.

At the University of Cambridge the Director of the Language Laboratories is a member of the Department of Linguistics with a title of Associate Director of Research in Applied Linguistics. Research is proceeding on the design and use of visual material, and courses in Italian, Dutch and Chinese are being developed.

At the University of Copenhagen, the Institute of Applied and Mathematical Linguistics was established in 1968 as an independent department. Its staff consists of 2 lecturers in Mathematical Linguistics 1 in Psycholinguistics

and 1 in Applied Linguistics, who is specifically concerned with problems of language teaching.

At the University of Odense a member of the Department of General and Applied Linguistics in charge of the language laboratory which serves the modern language departments. He researches in the field of language learning.

At the University of Turku the language laboratory is used by students from several faculties, and may form the nucleus of a Language Centre later. There is one member of staff at present.

5. Centres oriented towards the training of teachers

The importance of teacher-training in the activities of Language Centres must already be evident. The driving motive behind the movement towards Language Centres in Germany has been the wish to secure a better preparation for teachers, both linguistically and in methodology. The introduction of applied linguistics courses with special pedagogic orientation in France and in the Netherlands reflects a desire to involve the universities more closely with the professional preparation of language teachers.

The fullest statement of the aims and content of such courses has been made by the Director of the Utrecht Institute, Dr. J.A. van Ek, in an article entitled "Towards a new educational specialism" (Naar een nieuw onderwijskundig)[18]. In it he lists some of the questions which are fundamental to the planning of language teaching policy: what are the needs of any particular group of learners, what are our criteria for the selection of teaching material, what strategies does a learner employ when faced with a new language, how can the teacher's activity best support the learner's strategies, what is the interaction between productive and receptive proficiency, does the presentation of explicit rules improve language acquisition, how can motivation be maintained, how can the various aids help in the learning process? He points out that the answers to these questions are still being sought and that the linguist

and the teacher need the help of other scholars - sociologists, psychologists, statisticians, but he stresses the need to present even the provisional results of scientific enquiry to the teaching profession. The titles of the courses offered at Vincennes and, at more advanced level, at Nancy strikingly endorse Dr. van Ek's choice of the topics that should be included in a course for prospective teachers.

Several Centres also take part in the in-service training of teachers, organising courses to increase their linguistic skills and educational awareness (e.g. Essex, Kent, Strasbourg, Utrecht). Two Centres that have been particularly active in this field are at Neuchâtel and at York.

The Centre for Applied Linguistics at Neuchâtel originated as a language laboratory and has made its expertise in this field widely available. Teaching tapes have been prepared for use in schools and courses run for 350 teachers from the whole of Switzerland. The Centre acts as adviser and co-ordinator to its canton on the choice of equipment, teaching materials and methods and on the training of teachers. The provision of courses in applied linguistics for all future language teachers in the canton is now under review.

The Centre's own laboratory is used not only by students from the University, but also by classes from other local institutions of further education. Language classes are given to non-language students at the university, groups from industry and immigrant workers.

Error analysis and contrastive analysis of Romance languages are important research projects.

The Language Teaching Centre at York differs from other Centres in this study in its administrative position, main function and approach. To understand its role, it is important to know that at the University of York,

founded in 1965, there are no modern language departments. There are instead two separate departments: The Department of English and Related Literature which includes European Literature in its purview, and the Department of Language which is devoted to the study of language as a behavioural science. Its students are expected to study linguistics, continue with a language learnt at school and achieve proficiency in a new language, chosen normally from the languages of Africa and Asia. The Language Teaching Centre shares premises with the Department of Language, but it is an autonomous unit within the Department of Education. (This is the department where, as is customary in the U.K., students who wish to become teachers in secondary schools follow a one-year course after obtaining a degree in their specialist subject). The Language Teaching Centre has a wider scope than its teaching within the Department of Education; it performs four functions:

(a) it provides service courses in the main European languages. Beginners' courses start intensively before the beginning of the academic session and lead to a 'certificate of competent knowledge, after a year. A fortnight's intensive reading course is also run for students from the History Department.

(b) it trains modern language teachers. The Centre is responsible for the Modern Language Method component for the Education students. The course has several interesting features, i.e. it starts with an intensive Italian course so that future teachers may experience the learning of a new language and includes a one-week remedial French course in which the students act as tutors to very small groups of fifteen-year old pupils in need of special assistance; some students may also

release teachers for a fortnight of reading and accompany pupils on visits abroad as tutors.

Several courses for serving teachers are held annually, one of which brings together French teachers of English and English teachers of French, to work together and teach each other in a variety of linguistic situations. The course is organised in conjunction with CRAPEL at Nancy. Another interesting development is a Language Teachers' Workshop in the town, financed by four Local Education Authorities, in which teachers, under guidance from the Centre, prepare materials, exchange ideas and listen to lectures.

(c) it produces new teaching materials, e.g. language laboratory teaching tapes for schools and video-tapes illustrating good classroom teaching for use in Colleges of Education;

(d) it undertakes research. A three-year project on the effectiveness of the language laboratory in schools has been completed; research is proceeding on the modern language needs of industry, the problems of teaching French to less able children and the production of English audio-visual materials for schools in deprived areas.

The activities briefly listed above show the Centre's strong concern with the needs of schools and teachers. The Director, Prof. E.W. Hawkins believes that until the study of language acquisition has a much surer theoretical foundation, agreed by pyschologists and linguists alike, empirical, problem-based studies are the best guides to improved teaching and learning techniques. The distinctive contribution of a Language Teaching Centre is that it can bring together the teachers in the classroom with whose pupils the studies must be made and the research worker who has the time and resources to plan problem-based research. (19)

III. CONCLUSIONS

After considering individual Language Centres an attempt must be made to sum up the similarities and differences between them, characterise the institution which they exemplify and assess, however tentatively, their achievement. In this evaluation the writer's personal views must naturally play a larger part than in the rest of the study.

It will have been clear on reading the sections devoted to the five types of Language Centre that the distinctions between them are not rigid. The fourth and the fifth group might have been put together, certain Centres might have been classified differently. There is indeed a considerable overlap of functions; in one way or another all Centres are engaged in the study of language learning, most of them offer to students and teachers the results of their research and practical experiment, through lecture courses on applied linguistics or methodology, almost all of them teach languages, chiefly to non-linguists.

Yet within this community of purpose there are considerable differences; for example, between the big teaching institution at Liège offering courses to 2000 students and the research unit at Utrecht advising on national educational policy; between the Centre at Besançon housing in the same building a non-university language school and also the University Department of Applied Linguistics and on the other hand the purpose-built Language Centre at Kent.

The differences are partly national: the French system allows loosely integrated structures such as the Centres of Vincennes and Nancy that might be impossible in Germany; courses on the methodology of foreign language

teaching would in England be given in a University Department of Education and not in a Language Centre as at Utrecht or Nancy; the provision of language teaching for non-language students is considered important in all countries except the Netherlands, the modern language specialists are the first concern of the German Centres, but fall outside the scope of the Belgian or Italian ones.

However, differences also exist inside one country - the Centres of Essex, Kent, Nottingham, Birkbeck and York belong to five different groups; in the Netherlands there is close collaboration between the Language Centre and the modern language department at the Free University of Amsterdam, but not at the State University of Amsterdam; French Centres include both Strasbourg inside the Faculté des Lettres and Crapel at Nancy with its wide measure of independence.

Although several new universities have set up Language Centres, older ones have done so too, and in greater numbers. The differences in type do not overlap at all with differences in age.

In short, it can be said that within a common band of functions, each university has chosen the form of Centre that best suited its own structure and policy.

Four achievements can be claimed for University Language Centres. They share these with many language departments and departments of linguistics in Western Europe, but their own contribution is not thereby diminished.

1) They have provided a knowledge of foreign languages for many non-specialist students and thereby helped to meet a national need.

2) They have introduced into a number of universities new standards of

language teaching with precise definition of objectives and content, the development of graded and integrated teaching materials and the careful measurement of attainment. Research in the field of language teaching has been shown to demand the methods of the scientist rather than those of the student of literature of philology.

3) They have helped to establish the new discipline of applied linguistics by bringing together the findings of several disciplines to throw light on the complex nature of language for the benefit of students and teachers.

4) They have contributed to the raising of national standards in the teaching of foreign languages by making their knowledge available to educational bodies and the teaching profession.

Yet Language Centres have also had to face problems.(20) The most serious have been the lack of integration into the university structure and the restriction on the scope of their activities. In some extreme cases they have not been considered as fully equal to other academic departments. In a considerable number of universities they teach mainly students for whom a knowledge of languages is useful but subsidiary to their chief interest. Though many university departments in different faculties teach subsidiary courses, service centres whose teaching is wholly of this kind are not regarded highly and find it difficult to attract good staff.

This lack of integration is particularly critical in their relationship to the modern language departments of their university. If we believe with Dr. Stern,(21) that improvements in the national standard of language teaching depend, in the last resort, on the quality of the language graduate, we must admit that, with notable exceptions, the contribution of Language

Centres to the education of the language specialist has not been substantial. It has been weightier - in about a third of the Centres - in the provision of courses with a methodological content than in the field of language teaching itself.

The two crucial and interrelated issues are whether a university accepts the importance of language teaching as an academic discipline, and whether its internal structure easily accommodates an inter-faculty unit like a Language Centre.

The experience of the last five or six years suggests that Centres concentrating on the teaching of the non-linguists, though performing an extremely important task nationally, still need to prove themselves through the success of their courses and above all through vigorous research activity before gaining recognition inside their university.

Those Centres which from the start have had a strong research function, directed mainly towards the methodology of foreign language teaching, or have been able to develop it over a few years, seem well placed for continued growth. It is possible that they may increasingly turn into full departments of Applied Linguistics without foregoing their inter-faculty responsibilities.

It is premature to speculate how the German Comprehensive Centres with responsibility for all the language teaching in the university will develop, where for the first time the specialist language student will be guided through the whole of his language course by staff that have made the theory and practice of language teaching their main concern.

It will be essential that they be given ample scope and resources, and that

they should include imaginative teachers and experts in linguistics, psychology and in the separate languages all working closely together. The research function of the Centre should not only be inward-looking to test the effectiveness of its teaching, but also extend into aspects of linguistics and the study of different languages, so that the staff are looking in the same direction as the students. There will thus be an opportunity to show that language study can lead to practical proficiency and at the same time be an academic discipline, engaging a student in observation, discovery and analysis within his chosen language, producing an insight into the nature of language as well as knowledge of foreign languages, and shaping practical performance along lines suggested by linguistic principles.

In conclusion, we are witnessing the beginning of a great debate about the content of a university language degree course, about the relation of linguistics to literature, and of the practical study of languages to either. The traditional pattern of organisation is being modified, new combinations and permutations are tried out, from the inclusion of linguistics as an option to combined degree courses in a language and another subject, and even more radically to the establishment of three separate university departments for the teaching of literature, linguistics and language proficiency. The needs of non-linguists and the problems of language learning and language teaching are now receiving greater attention. Language Centres, while expressing the growing interest of universities in the study of language and language teaching, also reflect in their variety

the wide differences of view about the best way to meet the various language needs. The process of change has only just started; the next decades will show which organisational patterns prove the most appropriate in Western Europe and what role Language Centres can play in them.

APPENDIX A: The Status of Language Centres

Belgium	
Brussels	Autonomous unit responsible to a university committee
Leuven	Autonomous unit responsible to a university committee
Louvain	Autonomous unit responsible to a university committee
Liège	Autonomous unit responsible to a university committee
Mons	Department
Denmark	
Aarhus	Department in the Arts and Faculty
France	
Besançon	Autonomous unit attached to the University. Department of Linguistics
Nancy	Attached for some purposes to the Arts Faculty, for others directly to the 'Section Enseignement National Supérieur'
Strasbourg	Part of the modern languages faculty (U.E.R. de Langues Vivantes) but may acquire separate status
Vincennes	Interdisciplinary unit within a Faculty (U.E.R.)
German Federal Republic	
Bochum, Erlangen, Konstanz	Statutes not yet worked out
Holland	
Amsterdam (State University)	Department in the Arts Faculty
Amsterdam (Free University)	Sub-department of the Department of General Linguistics in the Arts Faculty
Groningen	Department in the Arts Faculty
Nijmegen	Department in the Arts Faculty
Utrecht	Inter-faculty unit responsible to University Committee
Italy	
Bologna	Autonomous Unit responsible to a university committee
Rome	Department in the Faculty of Commerce and Economics

Norway	
Oslo	Department in the Faculty of Arts
Switzerland	
Neuchâtel	Status does not emerge clearly from the questionnaire
United Kingdom	
Birkbeck	Autonomous unit responsible to a college committee
East Anglia	Autonomous unit responsible to a senate committee
Essex	Department belonging to the School of Comparative Studies and the School of Social Studies
Kent	Autonomous unit responsible to a senate committee
Newcastle	Autonomous unit responsible to a senate committee
Nottingham	" " " " "
Sheffield	" " " " "
Southampton	Part of the Faculty of Arts
Ulster	Part of the School of Humanities
York	Autonomous unit in the Department of Education

APPENDIX B: List of Language Centres described in the study, with address, name of director and size of staff

Belgium

Institut de Phonétique - Service de Linguistique Appliquée
Université Libre de Bruxelles
50, Av. F. Roosevelt,
1050 Bruxelles.
Director: Prof. M. Wajskop
Staff: 17 (including 2 psychologists)

Instituut voor Levende Talen
Université Catholique de Louvain (Dutch speaking)
Dekenstraat 2,
3000 Leuven.
Director: Prof. L.K. Engels
Staff: 8 F.T., 17 P.T. *

Institut des Langues Vivantes
Université Catholique de Louvain (French speaking)
Dekenstraat 2
3000 Louvain.
Director: Prof. P. Godaart
Staff: 14 F.T., 12 P.T.

Service des Langues Vivantes
Université de Liège
16 Place du 20 - Août,
4000 Liège.
Director: Prof. R. Alexis.
Staff: 11 F.T., 18 P.T.

Département de Linguistique
Université de Mons
17 Place Warocque
Mons.
Director: Prof. R. Renard
Staff: 1 'Professeur' and 7 assistants

* F.T. = Full time. P.T. = Part time.

Denmark

Sproglaboratoriet
University of Aarhus
8000 Aarhus
Director: Mr. F. Østergaard
Staff: 2

France

Centre de Linguistique Appliquée
Université de Besançon
30 rue Mégevand
25, Besançon.
Director: M. Zask
Staff: 12 F.T. in the French Section, 4 F.T. and 27 P.T. in Foreign Language section.

Centres de Recherches et d'Applications Pédagogiques en Langues
Université de Nancy II
23, Boulevard Albert 1st
54 - Nancy.
Director: Prof. Y.M. Châlon
Staff: 11 F.T. and 7 P.T.

Institut de Linguistique Appliquée
Université de Strasbourg II
25, rue du Soleil
67 Strasbourg.
Director: M. R.F. Bylinski
Staff: 16 F.T. 35 P.T.

Institut de Linguistique Appliquée et de Didactique des Langues Vivantes
Université de Paris VIII (Vincennes)
Route de la Tourelle
Paris 12e.
Director: Prof. E. Companys
Staff: 15 (all attached to various mod. lang. departments).

German Federal Republic

Fremdspracheninstitut
Ruhr-Universität Bochum
463 Bochum-Querenburg
Buscheystrasse.
Directors: Dr. F. Denninghaus & Dr. M. Bonnekamp
Staff: 5; 26 members of staff requested for 1971/2.

Sprachenzentrum
Universität Erlangen - Nürnberg
8529 Erlangen,
Bismarckstrasse 1.
Chairman of Committee: Prof. Dr. H. Voitl.
Staff: 5 heads of Department, 16 Lektoren

Sprachlehrinstitut
Universität Konstanz
775 Konstanz,
Jacob - Burckhardt-Str.
Acting Directors: Dr. H. Schlemper & Dr. M. Kana
Staff: 8 and 8 Lektoren

Holland

Instituut voot Toegepaste Taalwetenschap
Universiteit van Amsterdam
Keizersgracht 143,
Amsterdam.
Director: Drs. H. Schutte
Staff: 2

Afdeling Toegepaste Taalwetenschap
Vrije Universiteit
De Boelelaan 1115,
Amsterdam.
Director: Drs. J. Matter
Staff: 8 and 2 assistants

Instituut voor Toegepaste Taalwetenschap
Rijksuniversiteit
Grote Kruisstraat 2
Groningen.
Director: Drs. J.P. Menting
Staff: 2 lecturers in Applied Linguistics, 1 F.T. and 16 P.T. lecturers in foreign languages

Instituut voor Toegepaste Taalkunde
Katholieke Universiteit
Eiermarkt 30,
Nijmegen.
Director: Dr. J.T.M. van Els.
Staff: 3 F.T., 2 half-time, 5 P.T. assistants

Instituut voor Toegepaste Taalkunde
Rijksuniversiteit te Utrecht
Wilhelminapark 11,
Utrecht.
Director: Dr. J.A. van Ek
Staff: 4

Italy

Centro Interfacoltà di Linguistica Teorica & Applicata
Università degli Studi di Bologna
Via Dante 15,
Bologna.
Director: Prof. L. Heilmann
Staff: 1 lecturer in Applied Linguistics, 6 lecturers in foreign languages

Istituto di Lingue Straniere
Facoltà di Economia e Commercio
Università di Roma
Via Castro Laurenziano 9,
00100 Rome
Director: Prof. P.P. Fegiz
Staff: 12

Norway

Sentret for Språkpedagogik
Universitet i Oslo
Blindern,
Oslo 3.
Director: Mr. T. Hennum
Staff: 1

Switzerland

Centre de Linguistique Appliquée
Université de Neuchâtel
Avenue du Premier - mars 26,
2000, Neuchâtel.
Director: M.A. Gilliard
Staff: 3 F.T., 4 P.T.

United Kingdom

Language Research Centre
Birkbeck College, University of London
15-16, Rathbone Place,
London, W.1.
Director: Dr. M. Blanc
Staff: 2 F.T. 2 P.T.

Language Centre
University of East Anglia
Norwich, Nor 88C.
Director: Dr. Veronica M. Du Feu
Staff: 7 F.T. 2 P.T.

Language Centre
University of Essex
Wivenhoe Park,
Colchester, Essex.
Director: Prof. A. Spicer (rotating with Prof. P. Stevens)
Staff: 19

Language Centre
University of Kent
Cornwallis Buildings,
The University,
Canterbury, Kent.
Director: Miss M.A.L. Sculthorp
Staff: 13

Language Laboratory
University of Newcastle
Newcastle-upon-Tyne, NE/C1.
Director: Mr. A.C. Andison
Staff: 2

Language Centre
University of Nottingham
University Park, Nottingham.
Director: Mr. W. Gauberg
Staff: 2

Language Centre
University of Sheffield
Sheffield, S10 2TN.
Director: Mr. F.C. Stork
Staff: 2

Language Centre
University of Southampton
Southampton
SO9 5NH.
Director: Mr. T.A. Carter
Staff: 3 F.T. 1 P.T.

Language Teaching Centre
University of York
Heslington, York.
Director: Professor E.W. Hawkins
Staff: 8 F.T. 1 P.T.

Language Centre
New University of Ulster
Coleraine, N. Ireland.
Director: Mr. T. Hagan
Staff: 1

NOTES AND REFERENCES

1. CAL = Center for Applied Linguistics, Washington
   IRAL = International Review of Applied Linguistics
   CRDML = Committee for Research and Development in Modern Languages
   AILA = Association Internationale de Linguistique Appliquée

2. For a detailed review of the criticisms in the United Kingdom see H.H. Stern: 'Modern Languages in the Universities' in Modern Languages, London XLV (1964) No. 2 pp. 47-57 and No. 3 pp. 87-89.

3. Stern, op.cit. summarises several proposals before advancing his own. Reforms are also advocated in: M.A.K. Halliday, A. McIntosh and P. Strevens: The Linguistics Sciences and Language Teaching London: Longmans, 1964 and in F.G. Healey: Foreign Language Teaching in the Universities Manchester: U.P. 1967.

4. See 'New Approaches to the Teaching of Modern Languages at University Level,' a report on the Round Table, Reading, 1967 Council of Europe, Strasbourg CCC/ESR Project 10/34.

5. Questionnaires were sent to Spain, Turkey, to the Institutes for Applied Linguistics in Berne (Switzerland), Leiden (Netherlands) and Naples (Italy) but, regrettably, no information was received.

6. A.E. Sloman: 'A University in the Making,' B.B.C. London, 1964 pp. 34-35.

7. The first descriptive study of Language Centres and Services in Great Britain is given by M.A.L. Sculthrop in 'Language Centres and Language Services in the Universities,' in A New Look at Modern Language Teaching, ed. by G. Richardson, Aspects of Education, No. 6 (Hull: Institute of Education, University of Hull, 1967). A detailed model of a Language Centre is contained in F. G. Healey, op. cit., pp. 220-233.
   A brief plea for inter-faculty Language Centres is made in M. Gorosch, B. Pottier and D.C. Riddy: Modern Languages and the World of Today, Council for Cultural Co-operation, Strasbourg, p. 46.

8. G. Nickel: 'Developments in German Universities and at the University of Kiel' paper circulated at the Round Table, Reading, 1967.

9. LB-Papier Nr.1; Braunschweig 1969. Somewhat adapted the paper appeared also under the title 'Zur Gründung von Fremdspracheninstituten. Bochumer Vorschläge in Praxis des neusprachlichen Unterrichts 17, 1970, pp 21-27.

10. In 'Überlegungen zu einem Studienmodell der Linguistik' in Linguistische Berichte 2, 1969, p. 70-77.

11. The conference of the 'Romanische Seminare im deutschen Romanistenverband' met in Göttingen in January 1970. A conference on 'Der sprach praktische Teil des Studiums der Anglistik' was held in Erlangen in May 1970. A report on the meeting was prepared by H. Voitl.

12. In 'Empfehlungen zur Struktur und zum Ausbau des Bildungswesens im Hochschulbereich nach 1970', 1970. Vol. 2, pp. 151-166.

13. The first complete account of existing German Centres and the plans for new ones were published in: E. Standop and K. W. Vopel (eds) 'Sprachlehr Institute. Modell und Massnahmen' Hochschuldidaktische Materialien Nr. 18, Hamburg, 1970. Plans for Bielefeld are outlined in: Universität Bielefeld. Aufbauplan II, 1970, pp. 48-54.

14. K.R. Bausch reviews the existing literature about German Language Centres in Neusprachliche Mitteilungen, 1971 (forthcoming) under the title 'Fremdsprachenunterricht und universitäre Sprachenzentren. Ein Literaturbericht.'

15. The French system of higher education comprises three 'cycles':
    First cycle: 2 years to Diplôme universitaire d'études littéraires (Duel)
    Second cycle: 1 year to Licence
    2 years to Maîtrise
    Third cycle: 2 years to Doctorat de 3^{c} cycle
    at least 5 years to Doctorat d'Etat

16. After obtaining the Licence or Maîtrise prospective teachers are attached for one year to a Centre Pédagogique Régional (C.P.R.) and prepare for the Certificat d'Aptitude au Professorat d'Enseignement Secondaire (CAPES). It is possible to be employed as 'maître auxiliaire' after obtaining the Duel, i.e. without obtaining the 'licence.' The course at Vincennes is also designed to meet the needs of these young teachers.

17. The 'candidaatsexamen' is an intermediate examination in the Dutch University course. It is taken after three or four years. After this examination, the student is free to choose different aspects of his main subjects and two subsidiary subjects for his 'doctoraal examen.'

18. In Het Weekblad 3,26 (1971) pp. 909-913.

19. E. W. Hawkins: 'The Language Teaching Centre and Developments in Teaching Method' in Abstracts of the BAAL Seminar on "The function of University Language Centres' Nottingham 1970 (duplicated).

20. cf. H.H. Stern's article on Language Centers in 'Perspectives on second language teaching' published by the Ontario Institute for Studies in Education, 1970 p.13. The article also gives an account of the Modern Language Center at the Ontario Institute. Dr. Stern is director of the Center.

21. cf. Stern (1964) op.cit. p. 47.

W. Grauberg: The role and structure of University Language Centres in Europe

The aim of the study is to examine the common and divergent features of University Language Centres in Europe. These inter-faculty Centres owe their emergence to the movement in the 1960's for the reform of university language teaching. Over thirty centres have been established, primarily in the Netherlands, the United Kingdom, Belgium and France; three centres have been set up in the Federal Republic of Germany since 1969 and eight more are planned.

Though the Centres are all concerned with language teaching, they vary in their scope. Differences between countries or between old and new universities are less significant than differences of emphasis. Five groups have therefore been distinguished:

1. Comprehensive Centres. These are responsible for all the language teaching in their university. They include the Language Centre at Essex with its strong interest in applied linguistics and the new German Centres, still uncertain at times about their autonomy.

2. Centres mainly devoted to the teaching of non-linguists. Such teaching is one of the main tasks of almost every Centre; five Centres founded for this purpose, whose extensive activity is not always recognized by their University, are described.

3. Multi-purpose Centres. This is the largest single group, composed mainly of former language laboratory units that have developed their own teaching and research function, sometimes in collaboration with modern language departments, more often separately. All, with the exception of Strasbourg, are small, but, despite occasional difficulties of integration, they are very active.

4. Centres oriented towards research and the teaching of applied linguistics. Almost all Centres undertake research into problems of language teaching at school and university, and more than a third provide courses in applied linguistics, mainly for intending teachers. The work of five Centres, prominent in this field, is described.

5. Centres oriented towards the training of teachers. Two centres, in the U.K. and Switzerland, are singled out.

Language Centres can claim several achievements: they have played an important part in the provision of courses for non-linguists, in improving teaching techniques, in assisting the teaching profession and in establishing the new discipline of applied linguistics. However, they have also encountered difficulties: several suffer restrictions on their activities or are not well integrated into the structure of the university. Only a few have exercised direct influence on the teaching of the specialist language students.

Vigorous research activity is essential to gain recognition in an academic environment where language teaching is still not always considered an academic discipline. Centres devoted to the teaching of methodology and to research seem best placed for growth. Assessment of such a diverse and young institution is hazardous; despite some setbacks, its record so far has been one of considerable success.